



# Middle School Curriculum Newsletter Unit 5



Thursday 12<sup>th</sup> September

## Dates:

13 Sept  
Assembly 2.30pm

19 Sept  
Colour Explosion Run  
2.00pm

20 Sept  
Last day for Term  
(2.30pm Dismissal)

7 Oct  
Commence Term 4

15 Oct  
Middle School Blast  
Cricket Tournament

18 Oct  
Assembly 2.30pm

28 - 30 Oct  
Middle School Camp:  
Phillip Island

1 Nov  
Assembly 2.30pm

5 Nov  
MELBOURNE CUP  
HOLIDAY

15 Nov  
Assembly 2.30pm

## Transdisciplinary Theme

### How We Organise Ourselves

*An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.*

#### Central Idea

Physical and virtual spaces provide people with opportunities to make connections and establish a sense of community.

#### Key Concepts:

Function, Connection, Responsibility

#### An inquiry into:

- Purpose of public spaces
- Characteristics of different public spaces
- How people use public spaces

**Learner Profile:** Balanced and Thinkers

#### Approaches to Learning:

*During this unit, we will be working on developing the following skills:*

**Research Skills:** Collecting data, Recording data, Planning and Interpreting data

**Social Skills:** Group decision making

**Self-Management Skills:** Codes of behaviour and Gross motor skills

**Summative Task:** By the end of the unit, Middle School students will be able to create a purposeful public space to explain their understanding how public spaces provide opportunity for the community to establish connections.

## Contact Us:

Buckingham Drive,  
Rowville 3178

Phone: 9764 5533

Fax: 9764 3297

Email: heany.park.ps  
@edumail.vic.gov.au

## Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

### IB learners are:

Inquirers  
Knowledgeable  
Thinkers  
Communicators  
Principled  
Open-minded  
Caring  
Risk-takers  
Balanced  
Reflective

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# Literacy

## Writing

Students will be focusing on writing explanations. An explanation text explains how or why something occurs. Explicit lessons will focus on text structure as well as features such as sentence and paragraph structure.

Our second text focus will be narratives. The purpose of a narrative is to entertain the reader. It should follow a structure and include a problem and solution. We will be revisiting figurative language to add interest and help build a visual image in the reader's mind.

## Spelling

Following a whole school professional development day on the SMART spelling program teachers have begun incorporating this into their weekly programs. Your children should be able to explain how SMART spelling looks in the classroom.

Sounds we will be looking at include:

- The trigraph /que/ making the "k" sound as in antique
- The graph /k/ making the sound "k" as in kitten
- The digraph /ou/ making the sound "eh" as in famous
- The digraph /ch/ making the sound "sh" as in chef
- The digraph /ai/ making the "a" sound as in snail
- The suffix: ment

## Reading

We will continue to focus on aspects of the Fountas and Pinnell reading wheel including,

Thinking within the text

- Searching for and using information – students asking themselves questions before they read and as they read

Thinking beyond the text

- Synthesizing – mentally forming categories about related information and revising as new information is learned
- Monitoring and correcting – improving readers automatic word recognition
- Inferring – demonstrate understanding of character's traits and how they change during a text

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# Numeracy

In Numeracy students will be working on

Capacity, volume, and temperature – Students will be using scaled instruments to measure and compare capacity, volume and temperature.

Location – Students will be interpreting and creating maps that include legends and directions including compass points.

Chance and Probability – Students will be learning how to describe possible everyday events and order their chances of occurring. This can be linked to fractions.

Data representation – Students will select and trial methods for data collection, including choosing suitable survey questions. They will also look at how to suitably present data, including tables, column graphs and picture graphs.